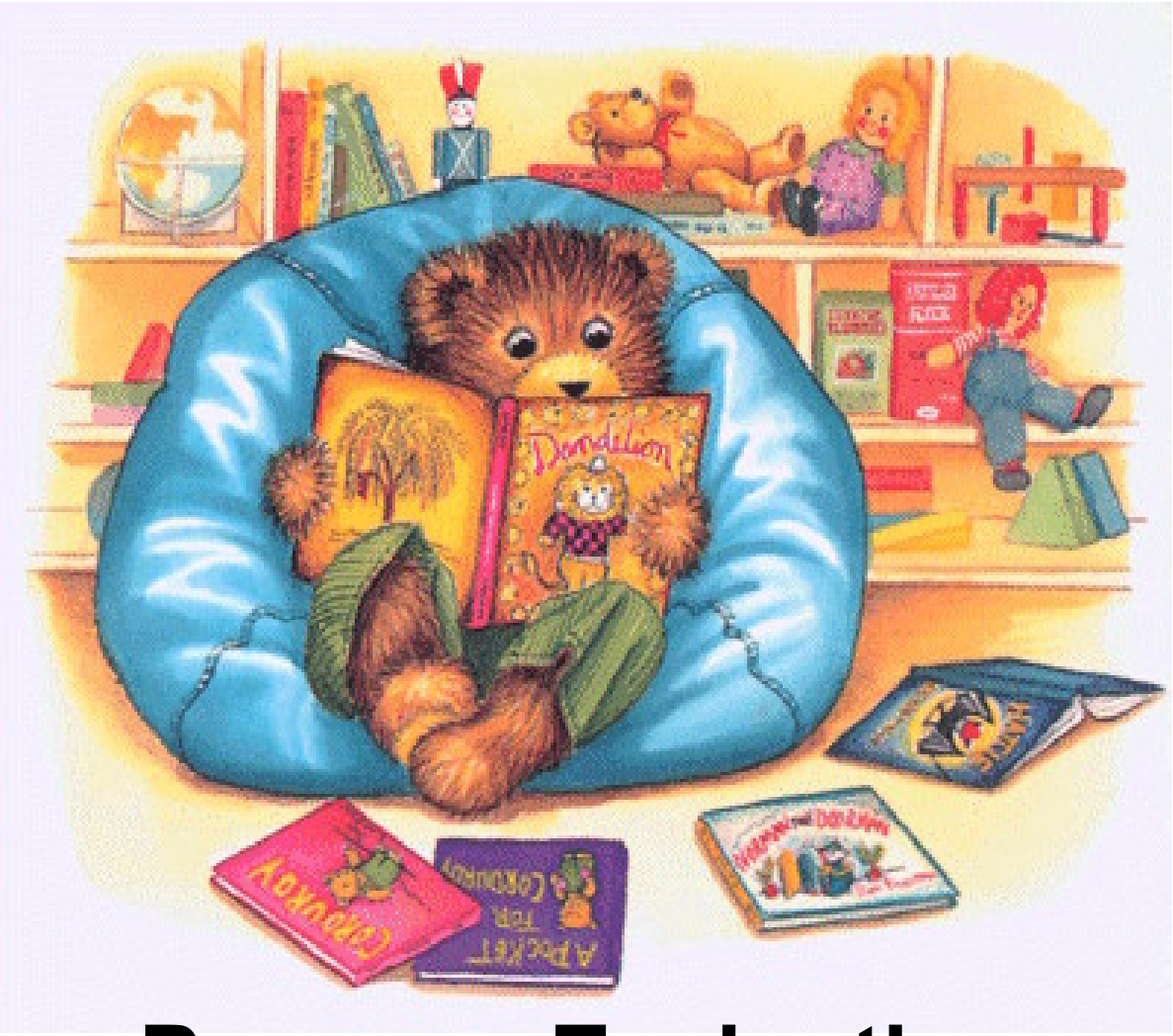
Child Care Information Center NEWSLETTER

Issue 43 2002



Program Evaluation

With Child Care Connections

~ A newsletter within a newsletter

And How Are The Children?

Among the most accomplished and fabled tribes of Africa,
no tribe was considered to have warriors more fearsome or more intelligent than the mighty Masai.
It is perhaps surprising then to learn of the traditional greeting that passed between Masai warriors.

"Kasserianingera," one would always say to another.
It means: *"And how are the children?"*

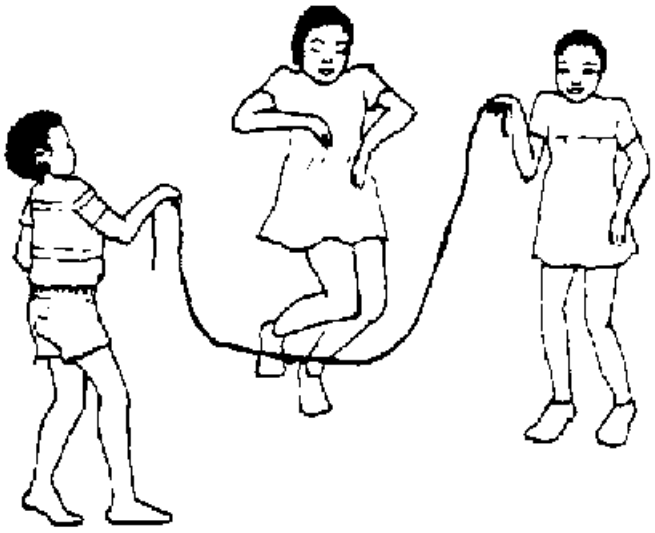
It is still the traditional greeting among the Masai,
acknowledging the high value that the Masai always place on their children's well-being.
Even warriors with no children of their own would always give the traditional answer:

"All the children are well,"

meaning, of course, that peace and safety prevail,
that the priorities of protecting the young, the powerless, are in place,
that the Masai society has not forgotten its reason for being, its proper functions and responsibilities.

"All the children are well"

means that life is good.
It means that the daily struggle of existence, even among a poor people,
does not preclude proper caring for its young.



This fable begs the question of the effect on our consciousness of our own children's welfare if, in our culture we took to greeting each other with this same daily question:

"And how are the children?"

One wonders if we heard that question and passed it along to each other a dozen times a day, would it begin to make a difference in the reality of how children are thought of or cared for in this country?

What if every adult among us,
parent and non-parent alike,
felt an equal weight
for the daily care and protection of all the children
in our town, in our state, in our country?
Could we truly say without hesitation,

"The children are well, yes, the children are well."

What would it be like . . . .
if the President began a conference, every public appearance, by answering the question,

"And how are the children, Mr. President?";

if every governor of every state had to answer the same question at every press conference,

"And how are the children, Governor, are they well?"

Wouldn't it be interesting to hear their answers?

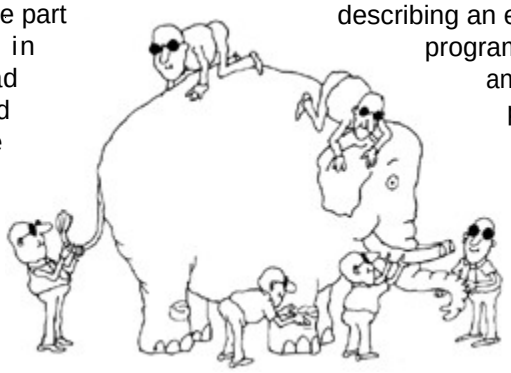
- Excerpted from a speech by the Rev. Dr. Patrick T. O'Neill
First Parish Unitarian-Universalist Church, Farmingham, MA

The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.
Sponsored by the Office of Child Care, Wisconsin Department of Workforce Development, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.

Child Care Information Center Staff:
Editor, child care specialist: Lita Haddal
Librarian, acquisitions: Glenna Carter
Librarian, circulation: Linda Bather
Library assistant: Helen Burton
Mail distribution: Sonya Frank

Evaluating the Program

Six blindmen tried to explain what an elephant was like by exploring the part of the elephant they came in contact with. The first man had run into the side of the animal and described it as a wall. The second man carefully stroked the elephant's tusk and proclaimed it a pointed spear of a beast. The third grabbed its trunk and was certain it was an active, snake-like creature. The fourth felt one of its huge legs and knew it was built like a tree. The fifth man, feeling the elephant's large flat ear and languid motion, said it was a floppy, fanlike animal. Finally, the sixth blindman felt the tail and found the elephant to be a ropelike being and nothing to be impressed with at all.



And so each investigator collected experiences that detailed only one aspect of this large and complex animal without talking to each other and merging their observations into a unified picture. The result was that they were all misguided in what they "saw".

Program evaluation can be like the proverbial blindmen describing an elephant. I f we fail to look at the program from a combination of angles and forget to communicate with our parent and staff partners, we cannot build a complete picture of program quality. A program cannot be judged solely by the health and safety standards met by the center, an inventory of equipment, a program budget, or documentation of staff training.

Of course, these things contribute to a program striving for high standards but they by no means promise us that the program has kept the "care" in the child caregiving that is primary to healthy child outcomes.

When we evaluate our programs, we ask, "How is the environment? How is the schedule? How is the staff? How are the parents?" In answering all these program questions, we must make sure we do not lose sight of the ultimate evaluation …

"And how are the children?"

-Lita Kate Haddal, editor.

Table of Contents

News & Views

Dave Edie Retiring

Dave Edie, director of the Wisconsin Office of Child Care, is retiring from state employment after 33 years in the field of early care and education.

"It has been a long and very exciting 22-year ride in state government," says Dave, who has spent most of that time as a lead staff person on child care issues. Proud of the work of his dedicated staff at the Office of Child Care, Dave feels that child care in Wisconsin has come a long way.

"I believe Wisconsin has a unique blend of non-profit agencies and associations, dedicated state departments, solid support in the Governor's office and the Legislature, and committed advocates for children that has resulted in extraordinary growth in public and private support for affordable child care for working families and for efforts to improve the supply and quality of early care and education services. Thanks to all of you for your collaborative efforts over the years."

" But there is challenging work ahead to meet our vision for Wisconsin: to provide access to affordable, high quality child care and early education experiences to enhance our children's development and to support their families in work and parenting roles."

Dave intends to "kick back" for awhile before launching a second career, which is still to be decided. Like most child care professionals, Dave has a variety of interests; he and his wife, Diane, enjoy traveling, music, scuba diving and their three children.

One-Stop Training Info Site

Continuing education opportunities will be easier to learn about through the new central Wisconsin Child Care-Education Training Clearinghouse & Calendar created by the Child Care Information Center and the Registry!

With the collaboration of sponsors, a listing of events, meetings, courses, conferences, workshops, etc., will be posted to one central Internet location. Training and education events sponsors include the WI Early Childhood Association (WECA), Head Start, the Wisconsin Child Care Improvement Project (WCCIP), the Child Care Resource & Referral Network, and many others.

From the clearinghouse & calendar web site, one may sort events and training according to area of the state, date, topic, sponsor, and presenter of the training. It will be possible to create a personalized calendar or training "shopping cart" by selecting only those events or trainings in which they are interested.

Although the WI Child Care-Education Training Clearinghouse & Calendar will be ready for use late summer 2002, the official kick-off will take place during the annual WECA Conference, October 24-26, in Green Bay. Look for the demonstration table near the registration area at the WECA Conference where computers and staff will help you test drive the site.

To access the web site during its introductory stage, link to it via the Registry (http://www.the-Registry.org) or CCIC (http://www.dpi.state.wi.us/ccic)

Valereen is when you dress up in clothes and take candy around the neighborhood to people you love.

-Charlie Deakman
Age 2 ½.

News & Views

Workshop Display For Inclusive Child Care

An information display, which comes with resources and handouts, is available on loan from the Child Care Information Center for use at conferences, workshops, meetings and courses. It has been created for promoting and informing the public about successful inclusion of children with special needs in child care settings. A four-panel display board exhibits four 26" x 34" posters depicting the stories of four children with disabilities participating in child care programs through practical solutions involving: disability services and resources, staff education, program accommodations, and accessible buildings. It is delivered via Spee-Dee delivery to the borrower's home site and picked up there by prearrangement with CCIC.

The handouts and resource lists include:

- Inclusive Child Care Resources From A-Z: A Sampling of Favorite Resources for Early Childhood Professionals.
- Roles of Early Childhood Care, Education, and Health Programs in Supporting Children with Disabilities in Child Care Settings.
- A Sampling of Good Books for Preschool Children on the Theme of Disabilities or Special Needs.
- The booklet *Together - Children Grow: Quality Child Care for Children With Special Needs* which assists parents and providers in finding and providing child care and community resources for children with special needs. *Available on the Child Care Information Center (CCIC) web site for free downloading at: www.dpi.state.wi.us/ccic.*
- The brochure *Together - Children Grow /Think Big. Start Small: If you are concerned about a child* on identifying children in need of early intervention services.
- The growth chart *Together - Children Grow /Think Big. Start Small* with descriptions of age typical behaviors.

To order the display, phone CCIC, 1-800-362-7353, or (608) 224-5388, or email ccic@dpi.state.wi.us.

Free Posters!

The display boards on successful inclusion of children with special needs in child care settings (see the previous article) has been so popular that CCIC and DPI wanted to make these wonderful picture stories available to everyone. They have now been printed as 12" x 18" posters in sets of four. Phone CCIC at (800) 362-7353 to request your set of free posters.

Children's Health Alliance of Wisconsin

by Kristine Nicolini, Project Coordinator

The Children's Health Alliance of Wisconsin proudly announces its new Web site, www.chawisconsin.org. The new site features an interactive Listserv designed to replace our current email Listserv. The new Listserv will allow members to post and respond to messages from other Listserv users, as well as log into a Web site to read past messages. This is an exciting new development for the Alliance because it allows our stakeholders to communicate directly with each other and share children's health information.

To sign up to be a part of the new Alliance Listserv, please visit our Web site and click on the "Listserv" link. You will be asked to fill out a short registration form. All information provided will be kept confidential.

If you would like to receive information on Alliance activities and important children's health initiatives, please take a moment to sign up for the Listserv by simply sending an e-mail to chaw@chw.org with the keyword "subscribe" in the text box. If you have questions regarding the new Listserv system, please contact at (414) 390-2192. Thank you for your dedication to Wisconsin children!

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KID'S NEWS

From U. S. Consumer Product Safety Commission

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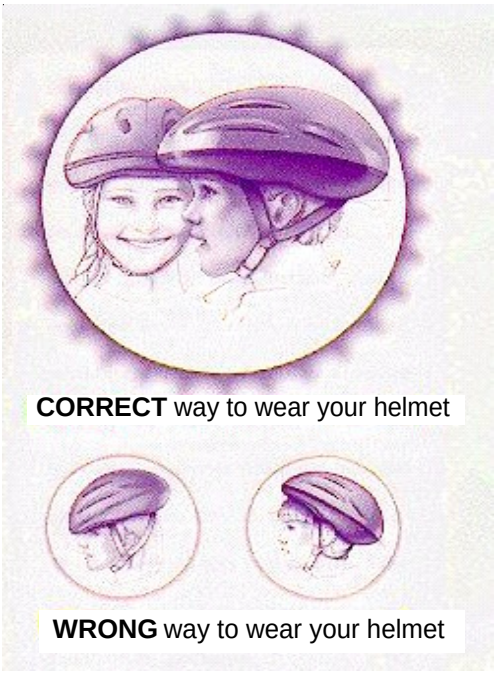
Wearing a Bike Helmet Can Save Your Life!!!

Bicycle helmets can reduce the risk of head injury by up to 85 percent. Most of the 900 deaths reported yearly result from bicycle falls or collisions and involve head injuries. This means that wearing a helmet can save your life. Each year, more than 500,000 people are treated in hospital emergency rooms for bicycle-related injuries. More children, ages 5 to 14 go to emergency rooms for injuries associated with bicycles than with any other sport. Many of these injuries involve the head. Wearing a helmet is the single most important thing you can do to protect your brain when you ride your bike. The purpose of the helmet is to absorb the energy of an impact and to minimize or prevent a head injury.



CORRECT way to wear your helmet

WRONG way to wear your helmet

Standard – Since March 1999 all bicycle helmets manufactured in or imported to the United States must comply with a new Federal Standard issued by the U.S. Consumer Product Safety Commission (CPSC). When purchasing a helmet, look for a label or sticker that says the helmet "Meets the CPSC safety standard." This label ensures that the helmet will provide a high degree of head protection when biking. Always purchase a new helmet if you have outgrown it or it was damaged in a crash.

Proper Fit – Your bicycle helmet should fit comfortably and securely. It should be worn so that it is level on the head and not tilted back or forward. The chin strap should be securely fastened. If needed, the helmet's sizing pads can help improve the fit.

Versatility – Bicycle helmets offer head protection for other sports as well including in-line skating, roller skating, skate boarding and the latest sport of 'scootering'. In addition, knee pads and elbow pads are recommended for these sports. Wrist guards are also recommended for all these sports but scootering.

What You Can Do!

- Start the children wearing bike helmets while riding their tricycles.
- Encourage the parents to cooperate and promote bike helmet use at home.
- Purchase a helmet that meets the CPSC standard for safety.

For more information on safety, contact CPSC at (800) 638-2772 or visit their website: www.cpsc.gov.
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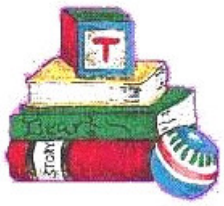
Books-to-Borrow



Assessing Program Quality

1. **Innovations, the comprehensive infant curriculum: a complete, interactive curriculum for infants from birth to 18 months.** Kay Albrecht and Linda G. Miller. Beltsville, MD: Gryphon House, 2000. A complete infant curriculum built around responding to children's interests. Each chapter has a section called "Innovations in Observation/ Assessment" and very helpful assessment tools for teacher competencies and program practices.

2. **Innovations, the comprehensive toddler curriculum: a complete, interactive curriculum for toddlers from 18 to 36 months.** Kay Albrecht and Linda G. Miller. Beltsville, MD: Gryphon House, 2000. A complete toddler curriculum built around responding to children's interests. Each chapter has a section called "Innovations in Observation/Assessment" and very helpful assessment tools for teacher competencies and program practices.

3. **Taking stock: Tools for teacher, director and center evaluation.** Redmond, WA: Exchange Press, 1994. Practical advice on evaluation, plus 20 evaluation forms to help directors assess their own performance as well as the performance of their teachers and their center.

4. **The visionary director: A handbook for dreaming, organizing, & improvising in your center.** Margie Carter. St. Paul, MN: Redleaf Press, 1998. A director's professional development should include not only administration, business, and human relations, but also the arts of dreaming, designing, organizing, and improvising. This book gives many principles, strategies and forms for assessing your development in these areas.

5. **The what, why, and how of high-quality early childhood education: A guide for on-site supervision.** Rev. ed. Derry G. Koralek. Washington, DC: NAEYC, 1995. Invaluable tool for directors, supervisors, teachers, and caregivers who want to take a thoughtful look at their own practices, identify needed improvements, and translate knowledge into action.

Rating Scales

You may have to fight a battle more than once to win it.
-Margaret Thatcher.

6. **Early childhood environment rating scale (ECERS-R).** Rev. ed. Thelma Harms. New York: Teachers College Press, 1998. Widely used quality assessment instrument for preschool, kindergarten, and child care classrooms serving children 2-1/2 through 5 years of age. Consists of 43 items in 7 areas: space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, parents and staff. Explains how to rate each item on a 7-point scale from inadequate to excellent.

7. **Family day care rating scale.** Thelma Harms. New York: Teachers College Press, 1989. A simple method for providers to evaluate the quality of their child care home on a 32-item scale covering space and furnishings, basic care, language and reasoning, learning activities, social development, adult needs, and supplementary provisions for exceptional children.

8. **Infant/toddler environment rating scale (ITERS).** Thelma Harms. New York: Teachers College Press, 1990. A 35-item rating scale for assessing the quality of center-based child care for children up to 30 months of age. Arranged in 7 categories similar to ECERS.

9. **School-age care environment rating scale (SACERS).** Thelma Harms. New York: Teachers College Press, 1996. A 49-item rating scale for assessing levels of quality in 7 major categories for school-age child care programs.

Standards

Motivation is what gets you started. Habit is what keeps you going.
-Jim Ryun.

10. **After-school programs & the K-8 principal: Standards for quality school-age child care.** Rev. ed. Alexandria, VA: National Association of Elementary School Principals, 1999. Best practices for school-age child care programs.

11. **Caring for our children: National health and safety performance standards: guidelines for out-of-home child care programs.** Elk Grove Village, IL: American Academy of Pediatrics, 2002. Extensive, detailed standards for the health and safety of children from birth to 12 years in family and group child care centers.

12. **Early childhood education and the elementary school principal: Standards for quality programs for young children.** Alexandria, VA: National Association of Elementary School Principals, 1990. Standards to assess how well a public school gears the classroom experiences of children ages 3-8 to their natural level of development.

13. **The NSACA standards for quality school-age care.** Janette Roman. Boston, MA: National School-Age Care Alliance, 1998. 144 accreditation standards organized into six categories and 36 keys to quality for programs serving young people ages 5-14. Includes specific examples to illustrate the standards.

14. **Quick quality check for infant and toddler programs.** Michelle Knoll. St. Paul, MN: Redleaf Press, 2001. An easy way to take a fast but comprehensive look at the quality of care in a classroom. Designed especially for busy center directors and lead teachers, it requires a minimum of preparation and a relatively short observation time.

Work Standards

If opportunity doesn't knock, build a door.
-Milton Berle.

15. **Creating better child care jobs: Model work standards for teaching staff in center-based child care.** Washington, DC: Center for the Child Care Workforce, 1999. Criteria to assess child care work environments and identify areas to improve in order to assure good jobs for adults and good care for children.

16. **Creating better family child care jobs: Model work standards.** Peggy Haack. Washington, DC: Center for the Child Care Workforce, 1999. Components of the family child care work environment that enable providers to do their jobs well and continue on the job for a longer time. Many of these standards rely on a greater public investment, so the book is an educational and organizing tool as well as an assessment and planning tool.

17. **Creating better school-age jobs: model work standards.** Peggy Haack. Washington, DC: Center for the Child Care Workforce, 2001. In addition to being an assessment tool for evaluating how a school-age care program measures up to providing a high-quality workplace, this book can also be used for educating, planning, and organizing the wider community to advocate for the resources youth programs need.

18. **A great place to work: Improving conditions for staff in young children's programs.** Paula Jorde-Bloom. Washington, DC: NAEYC, 1988. Questions and sample surveys to help center directors assess and improve their program's organizational climate, including collegiality, opportunities for professional growth, supervisor support, and overall quality of work life for staff.

Accreditation

19. 52 steps to quality care: A manual for assisting staff in early childhood centres to achieve and maintain quality care using the principles of accreditation. Jennifer Clarke. Castle Hill, N.S.W: Pademelon Press, 1997. In a user-friendly style with lots of sample policies, charts and forms, this handbook from Australia details 52 principles that define quality standards for child care professionals around the world.

20. Accreditation criteria & procedures of the National Association for the Education of Young Children. 1998 ed. Washington, DC: NAEYC, 1998. All programs applying for NAEYC accreditation receive a copy of this book outlining accreditation standards and giving an overview of the process.

21. Congregations and child care: A self-study. Washington, DC: NAEYC, 1992. A guide for churches, synagogues, and other houses of worship and their early childhood programs. Complements NAEYC's accreditation self study.

22. Guide to accreditation by the National Association for the Education of Young Children: Self-study, validation, accreditation. 1998 ed. Washington, DC: NAEYC, 1998. All programs applying for NAEYC accreditation receive a copy of this comprehensive guide containing copies of all individual forms used during self-study and validation plus all directions and procedures.

23. Quality standards for NAFCC accreditation. Des Moines, IA: National Association for Family Child Care Foundation, 1999. Accreditation quality standards for family child care providers.

Developmentally Appropriate Practice

24. Developmentally appropriate practice in early childhood programs. Rev. ed. Washington, DC: NAEYC, 1997. Contrasts appropriate and inappropriate practices in the care and education of children ages 0-2, 3-5, and 6-8. Includes an overview of each period of development, a thoughtful analysis of the principles underlying developmentally appropriate practice, and guidelines for classroom decision making.

25. Resources for developmentally appropriate practice: Recommendations from the profession. Gail Perry. Washington, D.C: NAEYC, 2000. This book lists and describes over 1,200 articles, books, and videos on best practices in early childhood care and education.

Curriculum

Why not go out on a limb?
Isn't that where the fruit is?
-Frank Scully.

26. Models of early childhood education. Ann S. Epstein. Ypsilanti, MI: High/Scope Press, 1996. Thorough and systematic review of the curriculum, training, and research materials of six popular approaches to teaching young children. A very useful tool in comparing curriculum models.

27. Reaching potentials: Appropriate curriculum and assessment for young children, Volume 1. Washington, DC: NAEYC, 1992. The whys and hows of appropriate curriculum and assessment in programs for children 3-8.

28. Reaching potentials: Transforming early childhood curriculum and assessment, Volume 2. Washington, DC: NAEYC, 1995. What children should be able to know and do in 8 subject areas at various ages from 3 through 8. Includes goals and teaching practices in each subject.

Financial Management

29. **The bottom line for children's programs: What you need to know to manage tl money.** Gwen G. Morgan. Beltsville, MD: Gryphon House, 1999. Essential financia handbook against which to measure your center's money management practices Includes forms, worksheets, checklists, samples, and case studies.

Physical Environment

30. **Child care design guide.** Anita Rui Olds. New York: McGraw-Hill, 2001. This large but very readable book has over 550 floor plans, drawings, photographs, charts, and illustrations. Because it's written for architects, it spells out things child care professionals might overlook in designing, altering, or evaluating group day care centers.

31. **Early childhood physical environment observation schedules and rating scales: Preliminary scales for the measurement of the physical environment of child care centers and related environments.** 2nd ed. Gary T. Moore. Milwaukee, WI: Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, 1994. Observation schedules, rating scales, and procedures to assess the physical environment of child care centers and related environments. (The same edition was reprinted in 2000.)

Programs for Young Children with Special Needs

32. **DEC recommended practices in early intervention/early childhood special education.** Susan Sandall. Denver, CO: Division for Early Childhood of the Council for Exceptional Children, 2000. Standards covering all the essential elements for achieving and sustaining high quality services for young children with disabilities.

33. **DEC recommended practices: program assessment: improving practices for young children with special needs and their families.** Mary Louise Hemmeter. Longmont, CO: Sopris West, 2001. A reliable method for evaluating a program for young children with special needs. Includes a rating scale, a summary form, an action planning form, and a progress form.

Observing and Documenting Staff Development

34. **Ethics and the early childhood educator: Using the NAEYC code.** Stephanie Feeney. Washington, D.C: NAEYC, 1999. Principles, examples, and questions to help you analyze the ethics of a situation.

35. **Guidelines for performance-based early childhood teacher evaluation and professional development.** Columbia, Mo: Project Construct National Center, 1996. This manual for administrators to use when evaluating early childhood educators is based on 19 specific criteria that primary school teachers must exhibit in order to be effective in their work with children. It also describes methods of professional development—such as mentoring and peer support groups—and options for documenting professional growth in portfolios.

36. **Managing quality in young children's programs: The leader's role.** New York: Teachers College Press, 2000. Collection of articles about a credential for program administrators.

37. **Measuring performance: the early childhood educator in practice: for those who educate and care for young children.** Barbara Elliott. Albany, NY: Delmar Thomson Learning, 2002. This book is a self-assessment guide to help early childhood professionals measure their skills, behaviors and abilities against a set of best performance standards for the education and care of young children.

38. **Supervision in early childhood education: A developmental perspective.** 2nd ed. Joseph J. Caruso. New York: Teachers College Press, 1999. Guidelines and practical suggestions for staff training and development. Includes chapters on observing and evaluating staff.

CHILD DEVELOPMENT ASSOCIATE COMPETENCY STANDARDS BOOKS. Washington, DC: Council for Early Childhood Professional Recognition. These books describe the CDA Competency Standards and the 13 CDA Functional Areas and give information on the entire CDA Assessment process. These are useful standards whether or not one intends to obtain the CDA credential.

39. **Family child care providers: The Child Development Associate assessment system and competency standards.** 1997.

40. **Home visitors: The Child Development Associate assessment system and competency standards.** 1999.

41. **Infant/toddler caregivers in center-based programs: The Child Development Associate assessment system and competency standards.** 1997.

42. **Preschool caregivers in center-based programs: The Child Development Associate assessment system and competency standards.** 1996.

Assessing your aptitudes and inclinations

43. **7 kinds of smart: Identifying and developing your many intelligences.** Thomas Armstrong. New York: Plume, 1993. The theory of multiple intelligences says that there are at least seven ways of being smart and every individual possesses several different intelligences. This book will give you the tools to identify your unique capabilities and apply this knowledge in your work with children.

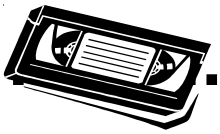
44. **Careers with young children: Making your decision.** Washington, DC: NAEYC, 1979. Rating scales for five different types of careers with young children and a decision survey to help you assess your interests, skills, and education and match them with those of people working in the various career patterns.

45. **Showing our true colors: A fun, easy guide for understanding and appreciating yourself and others.** Mary Miscisin. Riverside, CA: True Colors, 2001. Descriptions of the various personality types will help you understand yourself and appreciate the wide range of personality characteristics you see in the children, parents, and coworkers you interact with every day.

Professional Portfolios

46. **Capturing the wisdom of practice: Professional portfolios for educators.** Giselle O. Martin-Kniep. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. How to use a professional portfolio to improve upon, portray, and assess your work, to think deeply and then store those thoughts for later use.

47. **The portfolio planner: Making professional portfolios work for you.** Debra Bayles Martin. Upper Saddle River, NJ: Merrill, 1999. The author advocates a constructivist view of teaching and learning and explains how using professional portfolios to document teaching experience and expertise fits in with that view.



Audiovisuals- to- Borrow

48. Another set of eyes: Conferencing skills. Alexandria, VA: ASCD, 1988. 3 VHS, color videotapes, 138 min. total + trainer's manual. This program shows supervisors how to communicate in ways that enhance teachers' abilities to self-evaluate, to reflect, learn and apply insights to their own actions while teaching. One 30-minute informational tape is supplemented by two practice tapes of 50 minutes each.

49. Another set of eyes: Techniques for classroom observation. Alexandria, VA: ASCD, 1987. 2 VHS, color videotapes, 81 min. total + trainer's manual. A 55-minute instructional tape, a 26-minute practice tape, and printed training materials show how supervisors can improve their classroom observation techniques to aid teachers' professional development.

50. Doing a self-study: Why and how? Washington, DC: NAEYC, 1986. VHS, color, 30 min. A self-study is the first step in the accreditation process of the National Academy of Early Childhood Programs. This video explains the steps in doing a self-study and shows how much your staff will gain from looking together at your program with a view toward making it the best it can be.

51. Family day care rating scale: Video observations. T. Harms, J. Fleming, D. Cryer. New York: Teachers College Press, 1991. VHS, color, 26 min. + video guide & training workbook + instructor's guide. FDCRS consists of 40 items selected to provide a comprehensive assessment of the family day care environment for children. Same format as **Video observations for the early childhood environment rating scale.**

52. Getting the most from a brief observation in day care and early education programs. L. Aaronson. Madison, WI: CCIC, 1987. VHS, color, 32 min. Lorna Aaronson of the Madison Day Care Unit uses slides in this video to show clues and patterns of high quality care in family and center day care for infants to school-agers, indicated by learning and caring environments that say yes rather than no to children.

53. Infant/toddler environment rating scale: Video observations. T. Harms & D. Cryer. New York: Teachers College Press, 1990. VHS, color, 24 min. + video guide & training workbook + instructor's guide. ITERS consists of 35 items selected to provide a comprehensive assessment of the group care environment for children from birth to 2-1/2 years of age. Same format as **Video observations for the early childhood environment rating scale.**

54. New options: The remodeling of CDA. Washington, DC: Council for Early Childhood Professional Recognition, 1992. VHS, color, 14 min. Brief summary of the Child Development Associate training assessment and credentialing process.

55. Teaching the whole child in kindergarten. Washington, DC; NAEYC, 1991. VHS, color. 27 minutes. Two teachers show us their kindergartners in action and explain their views on relationships, the learning environment, curriculum, assessment, and parent involvement—all based on respect for children, knowledge of child development, and dedication to the development of the whole child.

56. Using the new CDA observation instrument. Washington, DC: Council for Early Childhood Professional Recognition, 1993. VHS, color, 25 min. Instructions for Child Development Associate (CDA) advisors on how to use the CDA observation instrument. Includes examples for observation practice.

57. Video observations for the early childhood environment rating scale. Rev. ed. T. Harms & D.Cryer. New York: Teachers College Press, 1999. VHS, color, 36 min. + video guide + training workbook + instructor's guide. The revised ECERS consists of 43 items in 7 subscales selected to provide a comprehensive assessment of the group care environment for children 2-1/2 through 5 years, including space and furnishings, personal care routines, language and reasoning, activities, interaction, program structure, and provisions for parents and staff. Part I shows three sample situations, with instructions after each to stop the tape and score the item, and then restart the tape to find out the correct ECERS score and explanation. Part II gives more observations to practice on, and Part III includes optional activities for further training. Tape can be used for self-instruction or with an instructor, and to train self-evaluators or outside evaluators.

Articles & Items- To- Keep

Assessing Program Quality/ Documentation

58. Classroom observation guidelines. Pennsylvania Chapter of the American Academy of Pediatrics. This is an excellent list of instructions for how to behave unobtrusively when observing a program in action so as to gather observations from the most authentic situation possible. Also available at: http://paaap.org/pdf/ecels/curriculum/guidelines.pdf

59. Evaluate your program with an observation log. Sarmi Helberg Stewart. *Texas Child Care*, Spring 1999. This observation log is not merely a diary of activities or an inventory of equipment but also an assessment tool. It anticipates change as a necessary reaction to observing the program, by dividing the comments into categories which rank how children's needs are being met.

60. Assessment tools in the 21st century: Considering options for assessment. Jason K. Feld & Kathryn S. Bergan. *Child Care Information Exchange*, July 2002. This article looks at assessment tools, their strengths and limitations, and regards the impact computer technology has on managing assessment systems, such as creating linkages between records and reporting for a variety of audiences.

61. Assessment ABC's. *Scholastic Early Childhood Today*, August/September 1996. This one-page article is an easy alphabetical checklist to help when viewing the physical space, interactions, and systems that make up children's learning environments.

62. Program evaluation for child care professionals. Theresa Sull. *Child Care Information Exchange,* September 2001. In preparing for program evaluation, it is important to organize the process by focusing the evaluation on one aspect of the program at a time. This article also includes a planning worksheet for preparing for program evaluation.

63. When your program is off track. Diane Trister Dodge. *Child Care Information Exchange,* May and September 1988. This classic two-part series: "The eight warning signs" and "An environmental approach can help" offers help for typical trouble spots in program supervision.

64. Hartman assessment tool. *Child Care Information Exchange*, September 1985. An easy checklist to use when viewing the behaviors of staff and children as indicators of program quality.

65. "Have you noticed?" Building skills of social observation. Rick Ellis. *The Responsive Classroom*, Fall 1999. Children can also participate in evaluating the program. These suggested activities, such as children conducting surveys of each other's likes and dislikes, help increase children's awareness of each other, heighten their observational skills, and build a sense of community in the center program. Also available online at http://www.responsiveclassroom.org/PDF_files/Fall_99_RC_News.pdf

66. Reflection for program improvement. Kimberly Moore. *Scholastic Early Childhood Today*, May 2002. Program evaluation can become a natural process when dedicated time is given to reflection.

Opportunities
are often things you haven't noticed
the first time around.
-Catherine Deneuve.

Assessing Leadership

67. How are you doing? A center director self-review tool. Karen Talley. *Child Care Information Exchange,* September 1997. This is a survey form designed for one's personal use in measuring success in seven areas of program directing: program, work environment, finance, public relations and community outreach, family relations, planning, and professionalism.

68. Leadership style assessment tool. Paula Jorde Bloom. *Child Care Information Exchange*, October 1991. This questionnaire is intended for surveying staff concerning the leadership style of the center director, a strong indicator of the effectiveness of the program organization.

69. Program management: Center director self-evaluation and **End-of-year staff workshop.** Sue Baldwin. *Scholastic Early Childhood Today*, May/June 1996. Evaluation can be a form of closure for staff at the end of a program year. This two-part article points out the positive ways evaluation can build community in staff relations.

70. Center director's stress test. Louise Alley. *Child Care Information Exchange,* September 1985. A tongue-in-cheek look at how reactions to the everyday situations of caregiving might be rated.

71. Leadership assessment guide. L. Steven Sternberg. *Child Care Information Exchange,* November 1985. Three evaluation forms to rate leadership and directors' skills, indicators of the effect of work environment on program quality.

72. Organization for directors- and anyone else who wants to work smarter. *Texas Child Care,* Fall 1999. Disorganization contributes to job stress. Claiming control over priorities and the daily schedule so that they coordinate with each other is the goal of the smart professional.

Assessing Environments

73. How asthma friendly is your child care setting? National Heart, Lung, and Blood Institute/ National Asthma Education Prevention Program/ School Asthma Education Subcommittee. This seven-item scorecard, in Spanish and English, will help parents and caregivers pinpoint where program trouble lies when preparing environments for children with asthma. Includes a list of support organizations.

74. The soundpath: Adding music to a child care playground. Petra Kern & Mark Wolery. Y*oung Exceptional Children*, Spring 2002. The evaluation of outdoor play environments should go beyond safety inspection to include measurement of educational value. This article suggests ways to increase the benefits from outdoor stimulation and the resulting social interaction by adding a musical element to the environment that particularly enhances the play experience of blind children.

75. Including everyone in outdoor play. Linda Flynn & Judith Kieff. *Young Children*, May 2002. Assess a playground for how well it addresses children's individual needs and abilities and select adaptations that will meet those needs and abilities. Here is a list of websites on accessible playgrounds.

76. Enriching the outdoor environment. Janet McGinnis. *Young Children*, May 2002. Outdoor play space can be enhanced by play leaders who prepare for the time outside as thoughtfully as they do indoor activities.

77. Paying attention to the outdoor environment is as important as preparing the indoor environment. Karen DeBord, Linda Hestenes, Robin Moore, Nilda Cosco, & Janet McGinnis. *Young Children*, May 2002. A new assessment tool for the outdoor environment has been developed and is currently being field-tested. Not a playground safety checklist, it is intended to evaluate the effectiveness of the outdoor learning space.

UNIVERSITY OF WISCONSIN - EXTENSION

CHILD CARE CONNECTIONS

Volume11 Spring 2002

Kindergarten: Ready or not - here they come!

By Roberta Schreve, Minnesota State University, Mooreland, MN

As the year progresses, you may be approached by parents wondering if their child is ready for kindergarten. Is he or she smart enough, big enough, quiet enough, talkative enough or adequate in a multitude of other ways?

What a dilemma! So much seems to be at stake. You don't want children to be unhappy because they are in a setting that doesn't meet their needs, whether it is kindergarten or preschool. You worry about how children will feel if their friends get on the bus to attend "big kids school" and they are left behind. However, you also worry about what will happen if they are expected to fit into a classroom that may not be ready for them.

The National Association for the Education of Young Children Position Statement on School Readiness states, "It is the responsibility of schools to meet the needs of children as they enter and to provide whatever services are needed... to help each child reach his or her fullest potential." Kindergarten programs should be **ready** to provide a developmentally appropriate curriculum that meets the needs of any child enrolled in school. NAEYC indicates that the only legal and ethical measure for accepting children into school is whether they have reached the legal age for school entry.

Is there harm in encouraging parents to hold their children back? Isn't this a way of giving them a "gift of time?" Dr. Beth Graue of the University of Wisconsin notes that this "gift" is actually a "theft" of the child's opportunities to be a part of a group and of the teacher's responsibility for making a place for the child. When a child is held back, we are "mistaking variability for deficit."

The range of ages within a kindergarten classroom is frequently more than two years, with developmental differences of a much greater range. In order to challenge the older children, curriculum needs to become more appropriate for first grade than for kindergarten, leaving even more children to struggle with inappropriate expectations. By sending children to school according to their chronological age, we make it more possible for teachers to meet the needs of all of the children in the classroom.

However, the greatest potential danger of making children wait to attend kindergarten lies in the lowering of the parents' expectations for their children. As parents begin to view their children as less capable, these expecta tions are transferred to the children. This is a very serious concern since parental expectations are the most powerful predictor of children's later school success. Encourage parents to send their children to kindergarten.

Children with developmental delays can benefit because of the special services they may possibly receive from the school system. Help parents become advocates for their children instead of protectors! Assist them in arranging a visit to kindergaten. If there are several

continued on next page

classrooms, suggest they visit all of them and then request that their child be assigned to the teacher they feel is the best match. Recommend that they keep up regular communication with the teacher and ask what is expected of their child.

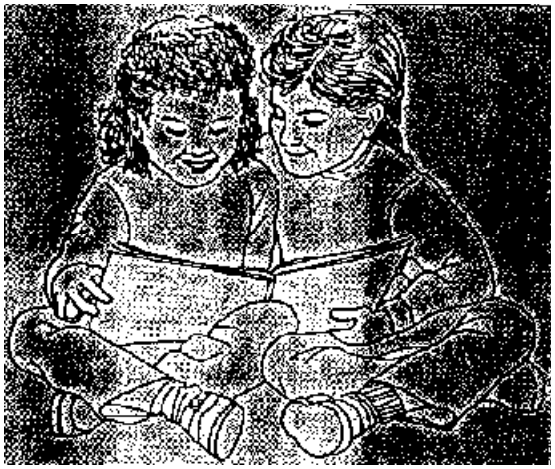
SOME SUGGESTIONS FOR PARENTS

• Familiarize your child with the school and the route to school. Walk the route or ride the bus. Visit the school and take pictures of the teacher and the classroom to refer to during the summer. Visit the children's restrooms that your child will use.

• Establish some routines that will be followed during the school year: a regular bedtime, a good breakfast, time spent outdoors, limited TV . Start these routines well before school begins.

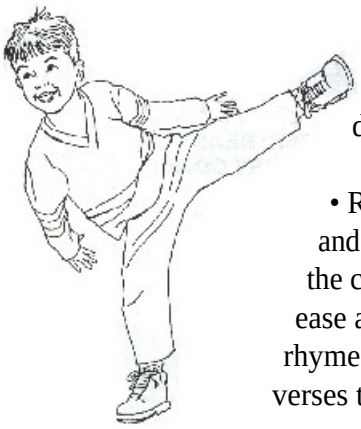
• Help the child become as independent as possible. Purchase shoes, boots and clothes that the child can easily put on. Make sure the child can take care of toilet needs with little or no assistance. Label clothing so the child can identify her belongings without help.

• Build your child's language skills. Read, read, read to your child! In addition to reading, talk about the stories and illustrations. Spend time in conversation with your child. Take him on errands and give him responsibilities, such as picking out the cereal for the week or helping with sorting the recycling.



SUGGESTIONS FOR PROVIDERS

Build language skills through daily informal activities.



• Spend time reading to your group every day, and include discussions about the stories.

• Repeat nursery rhymes, songs and fingerplays regularly so that the children can soon say them with ease and pleasure. Play with the rhymes by making up new words or verses to the songs and poems.

• Talk with the children about routines and events of the day over lunch, during quiet times and as part of your group times.

• Play word games, such as thinking of words that rhyme, words that start the same as their names, etc.

• Use the children's names written on cards as part of your activities. Use them to mark their spots for lunch, dismiss them from story time, play games with them, etc. You will soon find they recognize not only their own names but also the names of their friends. (They are learning to read!)

• Include environmental print in your classroom, such as food containers with labels in the housekeeping corner, matching games made from small cereal boxes and puzzles made from the fronts of larger cereal boxes.

• Your goal is to send children to school loving books and language. This will increase their likelihood for being successful in an academic setting.

References

Graue, M. E. (1998, March). What's wrong with Edward the Unready? Our responsibility for readiness. *Young Children, 53 (2), 12-16.*

NAEYC. (1990). NAEYC position statement on school readiness. *Young Children, 46(1), 21-23.*

IS THIS CHILD STUTTERING?

Barbara F. Backer M.Ed
Charleston, South Carolina

"Look at th-th-this!" Four-year-old Tony ran to show his teacher the airplane he'd made of locking blocks. "It has th-th-three seats, um-um two wings and it can fly."

The teacher admired the plane, but inwardly she wondered if Tony was beginning to stutter. He'd spoken normally up until two months ago. Suddenly he seemed to be thinking faster than his mouth could talk or talking faster than he could think.

As children learn to walk, they often stumble and fall. We expect and accept that. While they're learning to talk, they often go through periods of "stumbling" or "tripping" while talking. These are like speed bumps in the child's talking. They often occur when the child is excited or talking rapidly. This slows speech but robs it of smoothness.

WHAT CAUSES STUTTERING?

Talking requires timing skills and the coordination of many small muscles of the lips and tongue. Young children are beginners at talking. They are learning new words at a rapid rate, and sometimes it's difficult for them to coordinate their thoughts, their muscles and their timing. So many children have periods of stuttering. Most children grow through this with no additional problems, but for others, the periods of stuttering increase over time.

SIGNS OF STUTTERING

"Children who stutter seem to have special problems getting words started, and many of these disruptions occur at the beginning of sentences," Dr. Richard F. Curlee of the University of Arizona's Speech and Hearing Sciences Department said. "When they stutter, they also tend to repeat parts of words like sounds or syllables rather than whole words or phrases. And they frequently repeat those portions of words two or more times before they are able to say what they want."

Some children give exaggerated, prolonged stress to a sound in a word. Some seem to be stuck with no sound or word coming out. Some seem to work very hard at speaking and others look away just as their speech is disrupted. All of these are signs of stuttering.

If a child exhibits these behaviors over a period of time and in a variety of speaking situations, encourage parents to consider having the child tested by a speech and language pathologist (SLP), preferably one who specializes in stuttering. A pediatrician can help parents find a qualified SLP'.

YOU CAN HELP

If a child is having problems with speech fluency, NEVER tell him to slow down and think about what he's saying. That just calls more attention to his other speech and the added stress is likely to worsen things. Instead be a model for slow speech. Pause a few seconds before responding. This will give the excited child cues for becoming calm. Speak slowly, pausing between your words and speak in short, simple sentences. Again, your slow speech helps slow down the child's impulses. Listen to and respond to what the child is saying, not the way it is said. Never finish a child's sentences. That gives the message that the child isn't talking fast enough, and instead of slowing his/her speech, the child will make unsuccessful efforts to talk faster.

STUTTERING IS NOT A HANDICAP

Twenty-five percent of all children go through a stage of development during which they stutter. About 5% of children are likely to stutter for several months or more at some time during their lives, and 75% of these are male. But stuttering doesn't have to limit a person's likelihood of success. Winston Churchill, Sir. Isaac Newton, King George VI, Bruce Willis, Carly Simon, Bob Love and James Earle Jones are people who have achieved greatness despite stuttering. The Stuttering Foundation of America (1-800-992-9392) provides information to parents and teachers of children who stutter. They can also tell you the name of a near-by SLP who specializes in stuttering.

continued on next page

THINGS THAT HELP

1. Provide a calmer, less-hurried life style in the child care setting and at home.
2. Speak less hurriedly when talking to the child.
3. Allow the child to finish his or her thoughts.
4. Pause a second or so before responding to the child's questions or comments.
5. Advise parents to turn off the television and radio during dinner time; this is a time for family conversation, not listening to television or radio programs.

THINGS THAT HINDER

1. Finishing the child's sentences.
2. Rushing the child to finish his/her thoughts or sentences.
3. Interrupting the child while he or she is talking.
4. Encouraging or requiring the child to talk rapidly, precisely and maturely at all times.
5. Frequently correcting, criticizing, or trying to change the way the child talks, or pronounces sounds or words.
6. Speaking to the child using a rapid rate of speech, especially when telling him or her to slow down his own rate of speaking.
7. Maintaining an overly rapid lifestyle within the child care setting or the home (or constantly feeling or acting as if "everything had to be done yesterday").
8. Making the child give little speeches, plays or read aloud in front of friends, relatives or neighbors.

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Memphis, TN 38111-0749

CHILD CARE CONNECTIONS

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- State of Wisconsin Early Childhood Excellence Initiative
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For more information contact Deb Zeman at (877) 637-6188

Observations of Promising Practices from Wisconsin's Early Childhood Centers for Excellence

What We Saw:

A child has just returned to the classroom from speech therapy. He is very excited and runs up to the teacher showing her the tag on his shirt. She reads the tag, "Ask me to say these words." The teacher asks him to say the first word, "spoon". He tells her he doesn't know how. The teacher playfully says, "I bet you do. You're just hiding them in there." She tickles his stomach. She says "spoon" again and this time he repeats it. He repeats all the words and the teacher gives him a hug. He smiles with a sense of pride in his accomplishment.

What It Means:

Creating continuity between all the important settings in a child's life leads to higher quality early education. In this case, **continuity between the classroom and special needs services** was clearly evident. This teacher knew how to use a technique of playful physical contact to act as an icebreaker, drawing the child out. She **modeled** each word for the child and he repeated them. His speech therapy continued right into the classroom.

What We Saw:

Preschool-aged children were sitting at a table writing and drawing pictures in their own personal journals. As they finished, the teachers talked to the children, listening carefully and making eye contact, while the children explained what was happening in their pictures. The teachers wrote down the explanations each child provided underneath each picture. One child described his picture, "That is me. I am a people. I have legs and I like my hands."

What It Means:

Providing a **journal activity** for older children is an excellent way to increase pre-reading skills and enhance literacy. The teachers encouraged imagination in the children by letting them draw or write whatever they desired and then through thoughtful questions helped the children tell a story about their picture. The teachers modeled to the children **pre-writing concepts such as writing from left to right.** In addition, **letter recognition** will develop as the children watch the teachers write by their picture. By showing great enthusiasm toward the journal activity themselves, the teachers were communicating a clear message about the importance of literacy skills.

78. **Making playgrounds fit for children and children fit for playgrounds.** John Sutterby & Joe Frost. *Young Children*, May 2002. Alarmingly many children are overweight. If the play environment fails to invite participation in robust activity, children may not learn to enjoy gross motor movement. Providers need to help children conquer this potentially lifelong health and social problem.

79. **Tips for choosing and using children's toys.** *Early Childhood News*, January/February 1999. This article provides a chart of types of toys, what children learn from them, and tips for adult interactions, presented in five age groups from infant to young school-agers.

80. **Matching children and play equipment: A developmental approach.** Donna Thompson, Susan Hudson, & Mick Mack. *Early Childhood News,* March/April 1999. This article presents a method of assessing equipment that can be adopted when evaluating how children's individual needs are being met by the play environment. Physical, social-emotional, and intellectual traits of children ages 0-1, 2-3, and 4-5 years old are used to gauge the implications of equipment selection.

81. **Choosing furniture for an early childhood program.** Lynne Meservy. *Child Care Information Exchange*, March, 2000. Taste and type of curriculum determine furniture choice in a child care program as well as the need for safety, comfort, and affordability. A list of vendors concludes this article.

82. **Your learning environment: A look back at your year.** Ellen Booth Church. *Scholastic Early Childhood Today*, May/ June 1996. Learning centers are curriculum hubs in a child care program. Their effectiveness needs particular evaluation. This article looks at five typical learning centers and how to judge their success.

83. **What every classroom needs.** Kimberly Moore Kneas. *Scholastic Early Childhood Today*, May/June 1998. This is a handy program-wide checklist for inventorying a preschool and kindergarten.

84. **Analyzing the play environment: How to score your room arrangement.** Lita Haddal, CCIC. A sample room analysis using Kritchevsky, Prescott, & Walling's method of assigning points to play equipment according to the play potential of each unit.

85. **Outdoor and gym equipment.** Martha Bronson. From The right stuff for children birth to 8: Selecting play materials to support development. This is a simple grid of appropriate materials matched to the ages and developmental considerations of children.

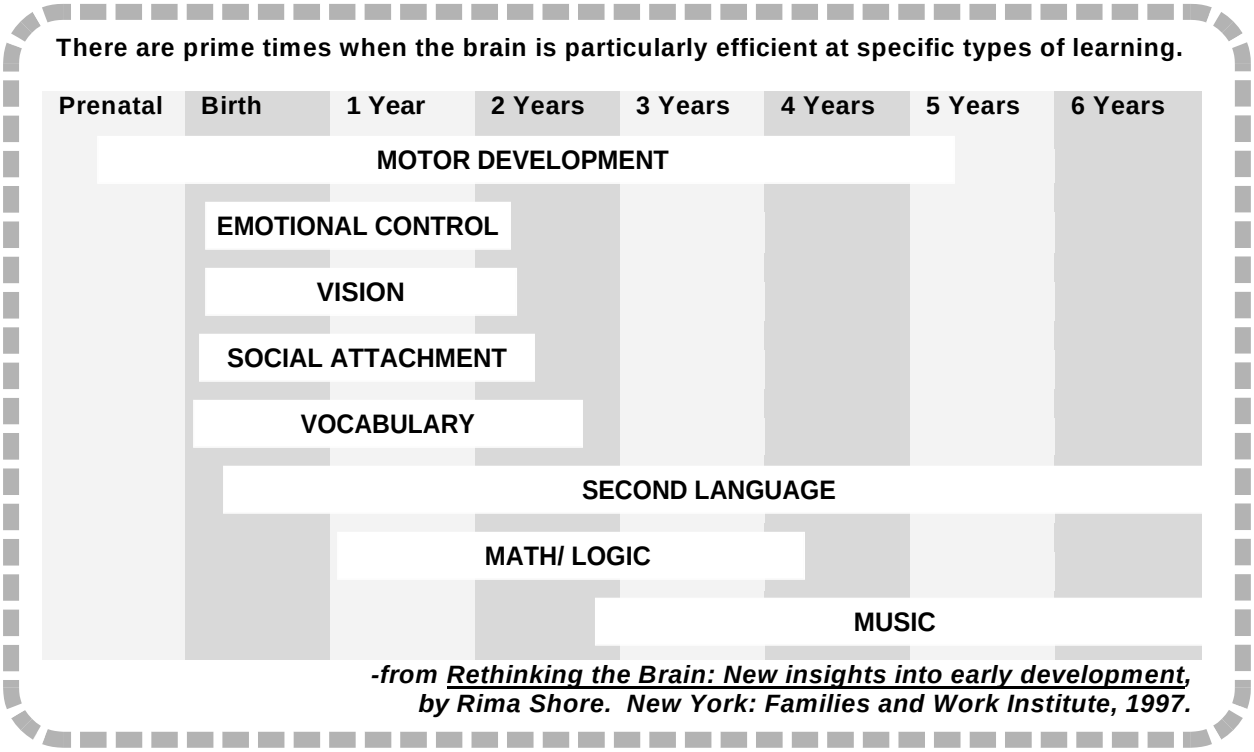
86. **Rethinking our environments.** Margie Carter. *Child Care Information Exchange*, November 2001. While standardizing curriculum and program organization in an effort to raise quality in child care settings, the child care field may have become too uniform. To avoid the look-alike trap, consider the message you want your environment to give about your program.

87. **How wonderful is your classroom?** Jim Greenman. From Places for Childhood, *Child Care Information Exchange*, 1998. This "snapshot" checklist measures the sensory success of the learning environment. Do you see smiles on adult faces or do you see vacant stares? Can you smell living plants or disinfectant?

88. **Creating a culturally diverse child care environment.** Patreese Ingram. *Child Care Connections,* Volume 6 Issue 2, 1996. We must repeatedly ask ourselves if our program is diverse and well-rounded. These core questions can be the basis for those regular "checkups".

People want to know how much you care before they care how much you know.
-James F. Hind.

Is your program reflecting children's windows of opportunity?



-from Rethinking the Brain: New insights into early development, by Rima Shore. New York: Families and Work Institute, 1997.

Centering on the Child

89. Early years are learning years: Eight ways for young children to be smart. Jeannette Stone. *Scholastic Early Childhood Today*, January/February 2001. After first identifying the eight "intelligences", this article gives us ideas for equipment and activities that will cater to those learning gateways.

90. Engaging learners in your classroom. Thomas Hoerr. *Scholastic Early Childhood Today*, January/ February 2001. All children need a variety of experiences when learning, but some pathways seem to engage them more than others. This is called their learning style. This article tells us how to go about finding a child's learning style.

91. Recognizing individual learning styles. Carol Seefeldt. *Scholastic Early Childhood Today*, January/ February 2001. This is a workshop plan for helping staff identify the individual ways children learn and reflect on how their own learning styles and curriculum choices may or may not strengthen children's learning.

92. Putting the child back into child care quality assessment. Stephanie Ridley & R. A. McWilliam. Y*oung Children*, July 2001. This article explores the main clue to quality when observing a child care situation, which is engagement. A simple assessment tool is included for recording children's activity involvement.

93. The child-centered kindergarten: A position paper. Joan Moyer. *Childhood Education*, Spring 2001. This paper for the Association for Childhood Education International explains the purpose of kindergarten and how a misunderstanding of that has brought about unfortunate changes in kindergarten programming. A clear outline is given of a desirable kindergarten program- its goals, content, and implementation.

94. Head Start child outcomes framework. Head Start. This chart is intended as a guide for assessing Head Start programs. However, the eight domains of the framework and the child behaviors identified as signs of positive change can be used by all programs to evaluate child outcomes and progress.

95. Assessment in context- Teachers and children at work. Tynette Hills. *Young Children*, July 1993. The purpose of assessment is to "guide children's development and learning, plan the program, and share with parents." This should take place in a program that is as close to a child's "real-life" as possible so that children are showing their true levels of development. This article discusses assessment procedures and how parents, administrators, and teachers impact them.

96. When to consult an expert. Adele Brodkin. *Scholastic Early Childhood Today*, January 1994. One of the outcomes of regular child observations is that behaviors have been documented. This can help you in your conversations with parents when you feel a child needs the help of an expert, such as a doctor or psychologist. Certain steps should be followed when proceeding with such a referral.

Infant & Toddler Care

97. Tuning in to each infant & toddler in your care. Alice Sterling Honig. *Scholastic Early Childhood Today,* January/ February 2002. The secret to a high quality child care program is to keep it changeable so that it suits each child. This is especially important for infant/toddler care. Teachers who are good "baby-watchers" soon learn to "tune in" to which variations they need to make for specific children. This article contains "tuning-in" activities and a questionnaire for parents that will help in adjusting a program to fit the specific needs of children based on their temperaments.

98. Quick evaluation of an infant or toddler learning/caring environment. Jim Greenman. From Places for Childhood, *Child Care Information Exchange*, 1998. This clever questionnaire, by an expert in child care environments, asks the questions an infant or toddler might ask if they could choose their own care setting.

99. Infants & toddlers: "Hands on" learning. Carla Poole. *Scholastic Early Childhood Today*, May/June 2001. Here is a cluster of ideas for interacting with infants and toddlers revolving around the tactile and communication power of hands.

100. Moving ahead & building relationships. Alice Honig. *Scholastic Early Childhood Today*, May/June 2001. Evaluating infant-toddler programs means understanding what the relationship between caregiver and child should be and how adult responses to children form children's emotional resilience.

Staff Development

101. NAEYC Accreditation readiness survey: Getting started is easy! Jean Berkwitt & Deborah Flis, eds. NAEYC, 1998. This is a simplified look at accreditation criteria developed to help directors and staff discuss whether their program is ready to begin the accreditation process. Also available online at http://www.naeyc.org/accreditation/readiness/readiness.pdf

102. Getting the most bang for your buck: Make training count. *Texas Child Care*, Spring 2001. This article discusses Lilian Katz's stages of professional development and teacher learning styles as the framework for choosing training and making a personal plan for continuing education.

Family Child Care

103. Family day care center compliance study. WI Dept. Health and Family Services. Licensed family child care providers can use this 33-page checklist to assess their compliance with Wisconsin state licensing rules. Also available online at http://www.dhfs.state.wi.us/forms/DCFS/CFS0462.pdf

104. Program management: Family child-care provider, Evaluating your program. Debra Cundiff-Stith. *Scholastic Early Childhood Today*, May/June 1996. This is one family child care provider's plan for maintaining program integrity through self-evaluation. Using the National Association for Family Child Care's Standards of Excellence Accreditation Checklist as a tool, she annually reviews her program and collects parent evaluations.

Working with Parents and Families

105. *Put reading first: Helping your child learn to read, A parent guide.* Partnership for Family Involvement in Education, US Dept. of Education, November 2001. A brochure for parents and providers explaining simple strategies for helping children learn to read.

106. Reading tips for parents/ Consejos prácticos de lectra para los padres. Partnership for Family Involvement in Education, US Dept. of Education, November 2001. It is important for parents and families to be involved in reading with their children. This substantial booklet, in English and Spanish, helps them recognize the characteristics of good early reading programs and lists strategies for creating strong readers.

107. How to teach a child to write her/his name. Lita Haddal, CCIC. A compilation of advice from teacher educators, literacy advocates, and preschool teachers with helpful prewriting activities. It also includes an important list of letters of the alphabet, capitals and lower case, ranked according to the difficulty children have in learning to write them.

108. Welcoming the family: A family-centered approach. Juliann Woods & Katherine McCormick. *Young Exceptional Children*, Spring 2002. Assessment, which means "to sit beside" in Latin, should ideally be a shared experience between parents and caregivers. Although this article was written regarding assessment of children with special needs and program accommodation, the information is relevant for all parent-provider partnerships.

109. More power in the portfolio process. Dionna J. Weldin & Sandra R. Tumarkin. *Childhood Education*, Winter 1998/99. Portfolio assessment, an ongoing process of collecting examples of children's learning, becomes a program issue when parents are invited to join in the process. This article describes how home-school partnerships in assessment benefit the child.

110. Including parents in the process of documentation. Ellen Hall, Vicki Oleson, & Amelia Gambetti. *Child Care Information Exchange*, March 2001. The Reggio Emilia approach to early childhood education is based on teamwork. The staff team studies children by reviewing and reflecting together on children's work and recorded play situations. This reflection leads to further program planning. Sharing videos and reflections with parents is a celebration which builds a basis for an ongoing exchange of knowledge about the child and a positive relationship between parents and caregivers.

111. Supporting family diversity. Brooke Harvey. *School-Age NOTES*, August 2001. After-school programs must provide emotional safety for children and youth with a policy of zero tolerance regarding shaming and threatening language. Several sources of curriculum materials on diversity are suggested.

The following 6 pages create a booklet for informal program evaluation by parents and staff. Photocopy them and, matching the hearts in the lower right hand corners, place the single-sided sheets face-up in the order in which they appear in the newsletter. Then copy them as a one- to two-sided document. When the pages are folded and stapled in the middle, they appear in correct sequence, making an attractive brochure about what to look for in a quality child care program.

Adult/ Child Ratios

Licensing Rules for Family Child Care (HFS 45)

permit no more than 8 children in care at one time and the maximum number of children permissible is based on the ages of children in care. The maximum number of children permitted for a single provider in a family day care center is identified below:

Children under 2 years	Children 2 years and older	Maximum number of additional children in 1st grade or above in care for fewer than 3 hours per day	Maximum number of children per provider
0	8	0	8
1	7	0	8
2	5	1	8
3	2	3	8
4	0	2	6

Licensing Rules for Group Day Care Centers (HFS 46)

permit care for 9 or more children. The ratio of required adults to children in attendance is given below:

Age of children	Staff/child ratio	Group size
Birth to 2	1:4	8
2 to 2½	1:6	12
2½ to 3	1:8	16
3 to 4	1:10	20
4 to 5	1:13	24
5 to 6	1:17	32
6 and older	1:18	32

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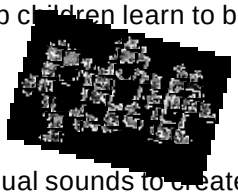
The Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:



1. ***Words are made of sounds that link together.***
   Phonemic awareness means recognizing and using individual sounds to create words.

   Children need to be taught to hear sounds in words

2. ***Letters are codes for sounds.***
   Phonics means understanding the relationships between written letters and spoken sounds.

   Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.

3. ***Words read as fast as they are spoken make sense.***
   Reading fluency means developing the ability to read a text accurately and quickly.

   Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

4. ***Start a word collection.***
   Vocabulary development means learning the meaning and pronunciation of words.

   Children need help adding to their knowledge of written and spoken words, what they mean and how they are used.

5. ***Ask questions about what you are reading:***
   Who is doing what... and why? How do I know? Where does it say that?
   Reading comprehension strategies mean acquiring strategies to understand, remember and communicate what is read.

   Children need to be taught the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

For more information visit http://pfie.ed.gov or call 1-800-USA-LEARN.

Los cinco componentes esenciales de la lectura

Leer con los niños y ayudarles a practicar los componentes específicos de la lectura puede mejorar considerablemente su capacidad de leer. La investigación científica muestra que existen cinco componentes esenciales de la lectura que deben enseñarse a los niños para que puedan aprender a leer. Los adultos pueden ayudarles a los niños a aprender a leer bien practicando con ellos sistemáticamente estos cinco componentes:

1. Reconocer y usar sonidos individuales para crear las palabras, es decir, el conocimiento fonémico. Los niños necesitan que se les enseñe a oír los sonidos en las palabras y que las palabras están compuestas de los más pequeños elementos de sonido, es decir, los fonemas.

2. Comprender las relaciones entre las letras escritas y los sonidos hablados, es decir, la fonética elemental. Los niños necesitan que se les enseñe los sonidos que hacen las letras impresas individualmente y en grupo. Conocer las relaciones entre las letras y los sonidos ayuda a los niños a reconocer palabras familiares de manera exacta y automática, y a "descifrar" o "descodificar" nuevas palabras.

3. Desarrollar la capacidad de leer un texto con exactitud y rapidez, es decir, la fluidez o soltura en la lectura. Los niños deben aprender a leer las palabras rápida y correctamente para poder entender lo que se está leyendo. Cuando los niños saben leer con soltura y en silencio, reconocen las palabras automáticamente. Cuando los niños saben leer con soltura y leen en voz alta, leen sin hacer el menor esfuerzo y lo hacen con gran expresión. Los niños deficientes en la lectura leen despacio, palabra por palabra, concentrándose más bien en descifrar las palabras en vez de concentrarse en comprender el significado.

4. Aprender el significado y la pronunciación de las palabras, es decir, el desarrollo de vocabulario. Los niños necesitan formar y ampliar activamente sus conocimientos de las palabras escritas y habladas, lo que éstas significan y cómo las mismas se usan.

5. Adquirir estrategias para entender, recordar y comunicar lo que se lee, es decir, las estrategias de comprensión de la lectura. Los niños necesitan que se les enseñe estrategias de comprensión, o sea, el método que los buenos lectores utilizan para estar seguros de que entendieron el texto. Los estudiantes que logran dominar la comprensión de la lectura, se transforman en lectores aplicados y activos.

Para obtener mayor información visite http://pfie.ed.gov o llame al 1-800-USA-LEARN.

Nurturing the Parent-Provider Partnership

These ideas are meant to help you share your program with parents and get them involved. Send them home as parent handouts or post them on a bulletin board.

Reading With Your Infant-Toddler

Babies and toddlers are busy people. They quickly move from one activity to another as they practice life and many new skills. Language is one of the things they practice.

What can you do to help?

- √ **Make a lap.**
- √ **Talk with your child.**
- √ **Look at whatever your child is interested in in the book.**
- √ **Repeat what your child says about the pictures or objects you are looking at together.**
- √ **Let your child decide when you are done with booktime.**
- √ **Be ready to read favorite books again and again.**

Why?

- ♥ Before your child can read words, your baby will look at pictures and find meaning there when they see patterns and similarities between pictures and real life.
- ♥ Babies and toddlers like to "talk" a book rather than read it with you.

Stories From Home

Before children can read or write stories, they can tell them. With some helpful props, the storytelling becomes a visual show, too. Sometimes we need to practice our storytelling. One person needs to tell and another person needs to listen.

How can you help?

- √ **Tell your child a story.**
- √ **Make it a true story about an animal.**
- √ **It can be a hunting story or a story about a pet or an animal you have seen.**

We will listen to each other's stories tomorrow when your child retells it at our center.
We will draw pictures of our stories.
We will make a book of our stories and pictures.
When we are done, we will make copies for all the parents to read with their children.

Why?

- ♥ Storytelling is a book without print and paper. First we think of a story that has a beginning, a middle and an end. Afterward, we want to share it with others or remember it ourselves.
- ♥ When children understand that we need to be able to write down our stories in order to keep them, they understand the reason for writing.

In our next issue: Puppets and Dramatic Play

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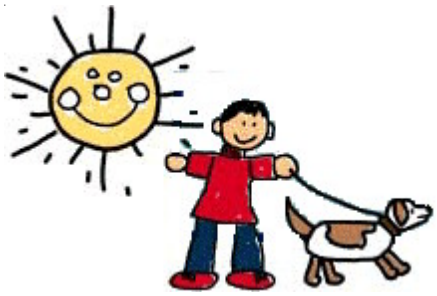

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♥ **Circulate this newsletter to all staff!** Give everyone a chance to read it and order materials useful to them. Store it where all staff can refer to it when needed. Feel free to duplicate the newsletter if more copies are needed for your staff.

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